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ABSTRACT

To evaluate the adequacy of a home economist assistant curriculum compared to the skills, knowledges, and attitudes needed for entry employment in the auxiliary home economics field, 50 employers were personally interviewed, and the employers and 31 graduates were surveyed by mail. The mailed questionnaire requested information regarding the importance of knowledge in certain subject matter areas, desired job skills, and job responsibilities. Results of the surveys indicated that students need maturity and work experience in addition to a well-rounded vocational home economics education background. Employers indicated that students need to be taught how to work, to accept responsibility, and to work with different types of people. Over 80 percent of the graduates reported working in jobs directly related to their major field, which include food and non-food related positions, and 90 percent are experiencing job satisfaction with their present employment. A major recommendation stemming from the results is that the length of the program should be extended from a year-long course to a 1 1/2- or 2-year program which includes work experience as a requirement. (SB)

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FINAL REPORT

Project No. 15.033.151.222

HOME ECONOMIST ASSISTANT STUDY

JUNE, 1972

NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN 54401

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HOME ECONOMIST ASSISTANT STUDY

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Wausau, Wisconsin

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June 1972

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CHAPTER I

INTRODUCTION

Three years ago in September of 1969, a new one year diploma program called the Home Economists Assistant was developed at North Central Technical Institute.

The purpose of the program was to train young women to be auxiliary workers in the field of Home Economics. Graduates of this program would be able to fill jobs as assistants to professional home economists, primarily to those home economists working in the area of business, (for example, demonstrators for utility companies). It was thought that the women could also work in sales, food service, hospital dietary departments, interior decoration, public relations departments, as tour guides, classroom helpers and other related positions.

This is a unique program, thought to be the only such one year program in the United States that trains women as assistants in the field of home economics.

Before the program was started, there was not a formal study made to indicate the needs of a person with this type of training. Several local businessmen submitted letters of endorsement but none promised employment to prospective graduates. In 1969, the economic outlook was very good, which unfortunately has not been the case in the past three years.

The Wisconsin State Employment Service in an analysis of industry, and placement trends at that time, noted that rapid employment growth had been concentrated within three major industrial categories: retail trade, service, and government. The occupational makeup of the retail trade and service industries and public utility industries supported the desirability of this type of training.

Also at that time, the American Home Economics Association, in an employment outlook stated a need for more home economists. They proclaimed that there was a definite need for people trained in this field as not enough professionally trained women were entering and remaining in home economics occupations. Extreme shortages were at two levels: in administration and in entrance positions.

It was felt and stated by some businessmen in the area that the Home Economists Assistant graduate could handle the sub-professional tasks presently burdening the professional home economists.

The American Home Economics Association conducted a national workshop on the training and utilization of auxiliary workers held at the University of Nebraska in the fall of 1969. It was learned that in order to utilize most effectively and efficiently the professional training of home economists in the various areas, and in order to cover the broad expanse of related and essential tasks, there is a need for an integrated but differentiated work role structure in each of the

areas of home economics. It was suggested that the existing supply of home economists could unquestionably be multiplied several times over and yet not meet the perspective demand nationally. Were the work roles to be functionally differentiated, however, into tasks for which the professional home economist is trained and into tasks which could be assumed by persons with less than professional training, provided appropriate preparation were available, the demand for the services of home economists at present and in the projected future could very likely be met more adequately, with more efficient utilization of training and skills, with greater economy, and with the advantage of having provided rewarding and meaningful jobs for a substantial number of home economics auxiliary workers.

The curriculum of the Home Economists Assistant was designed to cover training in the scope of home economics to include such courses as home furnishings and decoration, home equipment and appliances, home management and child care, demonstration techniques, foods, hospitality and nutrition and clothing and textiles. General education courses were added to the curriculum including communications, psychology, effective selling, consumer economics and business mathematics giving the students a well rounded vocational education with an overview in all areas of vocational home economics. Since the graduates of this program will generally be working with people of various living standards and background, leadership skills are stressed as well as the importance of good grooming, poise and an interest in people.

CHAPTER II

PROBLEM

To evaluate the adequacy of the Home Economists Assistant curriculum at North Central Technical Institute, Wausau, compared to the skills, knowledges and attitudes needed for entry employment in the auxiliary Home Economics field.

OBJECTIVES

The primary objectives of this study were:

1. To evaluate the present curriculum in comparison to the skills, knowledges and attitudes necessary for present entry level jobs offered in the Home Economics field.

2. To investigate employment possibilities for graduates of the Home Economists Assistant program at North Central Technical Institute.

3. To compare the present curriculum to the skills and knowledges needed in the jobs presently held by graduates of the program.

A compilation of all relevant materials found in this study will be sent to participating employers.

Secondary objectives of the study are:

1. To publicize and promote the Home Economists Assistant program by visiting with businessmen through coffee hours, brunches, luncheons and other types of gatherings.

2. To explore the immediate area in order to uncover positions that could be filled by the graduate Home Economists Assistants.

3. To recruit students for the program by visiting high school home economics classes or inviting various high school groups to North Central Technical Institute, thereby informing them of the program.

4. To prepare a slide series by using one student, showing her working in various job possibilities available in this field. Also, showing her as a student in the many class activities in which she would participate.

5. To do a follow-up study on the graduates as to the types of employment they have held since graduation and the skills and knowledges necessary for the position in comparison with the knowledges and skills learned at North Central Technical Institute.

CHAPTER III

METHODOLOGY

The evaluation of the Home Economist Assistant curriculum was developed by personal interviews and mail surveys to employers and by mail surveys sent to graduates of the program. The personal interviews were limited to the Wausau area, while mail surveys were sent to Racine, Green Bay, Sheboygan, Madison, Milwaukee, Chicago and Minneapolis. Major home equipment and appliance manufacturing concerns were also contacted in Iowa and Michigan. Listings of firms outside the immediate area were obtained from the membership list of the American Home Economics Association.

The employment potential appears to be limited within a fifty mile radius of Wausau. Yet, it appears, there is an unexplored employment potential within a fifty mile radius in adjoining vocational technical districts.

Information regarding the importance of certain subject areas for specific employment was indicated. Skills and duties in such specific jobs were listed and the degree of importance was to be checked by the interviewees.

Forty percent of the surveys sent out were returned. The surveys were first grouped into two categories: (1) wausau area employers, and (2) those from other cities, and then they were grouped as to (1) foods related firms and (2) non-foods firms.

CHAPTER IV

FINDINGS

An issue with which many professions have had to deal in the world that is becoming more and more specialized is one of identifying and delegating the tasks that can be accomplished by para-professionals or assistants. Delegation of the less specialized and complex tasks had made it possible for professionals to extend their talents and at the same time to provide for the more routine and supportive tasks associated with their occupational roles. Such professions as medicine, nursing, and education have begun to develop the team concept in task performance in a way that combines the efforts of the professional and para-professional in a complimentary and productive fashion. Auxiliary personnel are being utilized increasingly in such a way as to modify the traditional roles of the professional home economist in some of the various occupational settings in which their competencies are applied.

In order to better fill the needs of employers, this study was made and at this time the specifics of the study will be explained. The research study involved a total of fifty employers of various types of firms. Because the field of home economics is so varied and complex with jobs available in many different types of employment within the area of home economics, the people surveyed represented at least twelve different types of business. These

employers all have people currently working in their firms in the field of home economics or related occupations.

Table I shows from which types of firms the information was obtained. Because the Home Economists Assistant program is designed to train young women to be assistants or auxiliary workers in all disciplines of home economics, it is then necessary to have adequate training in the various aspects of the profession. These women then will have a general basic knowledge of home economics so that they can successfully accomplish the skills and duties of an auxiliary home economist.

TABLE I

	Wausau	Other Cities
Foods		
Hospital	3	
Nursing Home	4	
Utility company	2	8
County social services	1	
Equipment mfg.		8
Nutrition education		2
Food processing		4
Non-Foods		
Retail stores		
Department	6	
Home Furnishings & Decorating	4	
Fabric	2	
Hardware	4	
County Extension	1	
Advertising		1
	27	23

The educational objectives of the school defined in the policy book are:

> The North Central Technical Institute provides vocational, technical and general curriculums and services which are designed (1) to prepare people for employment, (both those entering the labor market and those already employed who are preparing to change occupations); (2) upgrade the job capabilities of people already employed, (for job advancement or job changes); and (3) at the same time the school is also concerned about enriching the lives of people, enabling them to function more effectively as individuals, members of a family and as informed, responsible citizens in a free society. This, however, is carried out in a supporting role to the two primary objectives which are geared to education for employment.

Therefore, it is important that the curriculum be designed to include courses that will be beneficial and helpful to graduates in finding employment and succeeding in a particular job experience.

Table II gives an overview of the importance of the courses included in the present curriculum as evaluated by the employers participating in the survey. It is rather interesting to note the big differences between the percentages of those firms in the Wausau area and those outside the immediate area.

It is noted that in some courses a large percentage checked "no knowledge essential". A reason for this is that perhaps only one or two parts of the course content is unnecessary, the rest of the course being relevant, as is pointed out later in the study.

TABLE II

Course	Knowledge Essential		Some Knowledge Essential		No Knowledge Essential		Not Applicable	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
Foods	27%	24%	14%	44%	17%	13%	43%	18%
Clothing & Textiles	34	11	19	24	15	26	27	38
Home Furnishings	21	3	23	21	18	34	18	42
Equipment & Appliances	50	34	16	39	8	12	27	16
Sales	43	29	15	24	13	13	29	31
Demonstration Techniques	27	24	11	28	44	15	18	28
Child Care	8	1	5	11	10	49	77	37

W.A. - Wausau Area
O.C. - Other Cities

Seventy-seven percent of the Wausau area respondents felt that Child Care was not a necessary part of the curriculum. Even those who felt it should be included indicated that very little knowledge was required.

Demonstration Techniques was felt to be an important course by the majority of respondents. However, 44% felt little knowledge was essential, due in part to the emphasis on audio-visual and television techniques in the present course.

Each type of employment reflects a broad spectrum of activities, skills and competencies necessary for the job described. Therefore, because it was impossible to make an entirely different survey for each type of business considered, a list of core tasks and knowledges learned in the present Home Economist's Assistant curriculum were listed under each major area in home economics. The knowledges listed were those specific units taught in each of the major home economics courses taken by the students in the program.

The employers were to rate the degree of knowledge a Home Economist's Assistant should have if employed by that particular firm. Table III, Charts A, B, C, D, E, F, and G make these indications.

Let us first look at the course content of each of the major courses required in the Home Economist's Assistant program at North Central Technical Institute.

Food and Hospitality is a four credit course that meets six hours each week which includes a general knowledge of nutrition, menu planning, food purchasing, the preparation of food, plus hospitality techniques. Management of time and motion is also stressed in the course.

Table III, Chart A, indicates that the content described is relevant except possibly for the table appointments and centerpieces segment. Reference is made to Table IV, Chart A, as to the day to day activities in which a Home Economist Assistant would participate and indicates that generally training in special diets and therapeutic diets is not part of the job responsibilities of a Home Economist Assistant working in the field of foods. Also, not a great percentage of employers indicated training in meal planning of great importance.

Health and Safety, Table IV, Chart B, indicates that great emphasis should be placed on this portion of the course with 67% of the employers contacted indicating that this is relevant learning.

There is indication that care of equipment, information concerning labeling, different brands and grades of foods and methods of food preparation are also important phases of training in the field of foods.

In reference to the course content necessary in clothing and textiles, Table III, Chart B, indicates a low percentage of knowledge essential in the other cities column probably because of the type of firm returning the surveys. Those interviewed within the Wausau area were fabric or department stores, primarily concerned with all of the items listed while the non-foods firms outside of

Wausau who cooperated with us were primarily utility companies who would be unconcerned with knowledge of clothing construction, wardrobe planning and selection of ready-to-wear clothing.

However, reference is made to Table IV, Chart C, in discussion of the day to day activities and duties in which a Home Economist Assistant would be involved. This indicates that the knowledge of fabric and pattern selection, clothing construction, notions, making pattern alteration, care of fabrics, selection of accessories and assistance in wardrobe planning all rate highly in the daily tasks performed by a person working in retail sales, such as department, ready-to-wear and fabric stores. The study indicates little time is spent in maintaining sewing equipment and supplies or making bulletin boards.

Also, if this person were to work in the home furnishings or interior decorating phase of home economics, her daily activities indicate the need for knowledge and skill in arranging merchandise displays, making accurate measurements, and knowing color coordination. The Home Economist Assistant does not apparently construct draperies although it is necessary to know drapery construction implications; perhaps the skill in making correct measurements, figuring yardages and a working knowledge of the different types and styles of draperies and valances in relation to the type or period of furnishings in a home.

TABLE III CHART A

FOODS	Knowledge is Essential		Some Knowledge is Essential		No Knowledge Essential	
	Wausau	Other Cities	Wausau	Other Cities	Wausau	Other Cities
	%	%	%	%	%	%
1. Health Laws	27	5	18	47	9	26
2. Personal Hygiene	50	26	9	53	0	5
3. Care of Equipment	50	58	0	32	9	11
4. Consumer Protection	23	42	18	47	14	0
5. Labels, Brand, Grades	41	26	18	47	0	16
6. Methods of Food Preparation	36	53	14	42	9	5
7. Special Diets	27	5	18	47	14	21
8. Habits of Various Groups	14	11	18	47	23	21
9. Meal Planning	32	32	14	37	14	5
10. Budgeting the Food Dollar	18	21	18	58	23	5
11. Planning for Special Occasions	14	21	23	32	23	16
12. Table Appointments	14	16	5	42	41	16
13. Centerpieces	9	16	18	42	32	16
14. Table Service	23	11	9	42	27	21

TABLE III CHART B

CLOTHING AND TEXTILES	Knowledge is Essential		Some Knowledge is Essential			
	Wausau %	Other Cities %	Wausau %	Other Cities %	Wausau %	Other Cities %
1. Wardrobe Planning	23	0	23	37	23	26
2. Ready-made clothing selection	18	0	27	27	23	37
3. Study of Textiles	41	21	18	10	9	26
4. Care of Fabrics	50	37	9	21	9	16
5. Fabric Selection	41	11	18	32	9	16
6. Clothing Construction	32	5	18	21	18	32

TABLE III CHART C

HOME FURNISHINGS	Knowledge is Essential		Some Knowledge is Essential		No Knowledge Essential	
	Wausau %	Other Cities %	Wausau %	Other Cities %	Wausau %	Other Cities %
1. Principles of Design	14	5	23	37	23	16
2. Selection Floor Plan	9	11	18	16	32	32
3. Principles of Color	23	5	32	37	5	15
4. Styles of Furniture	23	0	18	5	18	53
5. Furniture Construction	23	0	18	5	18	53
6. Furniture Arrangement	23	0	23	11	13	47
7. Fabrics, Fibers & Finishes	32	5	27	32	0	26
8. Wall Treatments	27	0	18	16	14	42
9. Window Treatments	27	5	23	16	9	37
10. Lighting	23	11	23	16	14	31
11. Accessories	23	0	23	21	9	37
12. Budgeting	9	0	32	31	18	26
13. Floor Coverings	23	0	23	26	14	32

TABLE III-CHART D

EQUIPMENT & APPLIANCES: Selection, Care & Use	Knowledge Essential		Some Knowledge Essential		No Knowledge Essential	
	Wausau	Other Cities	Wausau	Other Cities	Wausau	Other Cities
	%	%	%	%	%	%
1. Cooking Utensils	60	42	14	53	0	0
2. Tableware	60	26	14	47	0	11
3. Portable Appliances	55	47	14	42	4	0
4. Major Appliances	55	42	14	47	4	5
5. Laundry Equipment	36	37	14	21	23	21
6. Floor Care Equipment	32	11	27	21	14	32

TABLE III CHART E

CHILD CARE	Knowledge Essential Wausau	Other Cities	Some Knowledge Essential Wausau	Other Cities	No Knowledge Essential Wausau	Other Cities
	%	%	%	%	%	%
1. Pre-schoolers	5	5	5	11	18	47
2. Ages 5-8	5	5	5	10	14	47
3. Physical Development	9	0	5	11	9	53
4. Learning Skills	9	5	5	11	9	47
5. Play & Playthings	9	0	0	11	14	53
6. Emotional Development	9	0	5	11	9	53
7. Discipline	9	0	5	11	9	53
8. Social Development	9	0	5	16	9	47
9. School Readiness	5	0	9	5	9	58
10. Health & Safety	9	0	5	32	9	32

TABLE III CHART F

SALES	Knowledge Essential Wausau	Other Cities	Some Knowledge Essential Wausau	Other Cities	No Knowledge Essential Wausau	Other Cities
	%	%	%	%	%	%
1. Principles of Selling	59	32	9	21	5	15
2. Display	50	16	14	42	5	11
3. Advertising	18	16	23	26	32	26
4. Sales Demonstration	45	53	14	5	9	16

TABLE III CHART G

DEMONSTRATION TECHNIQUES	Knowledge Essential		Some Knowledge Essential		No Knowledge Essential	
	Wausau	Other Cities	Wausau	Other Cities	Wausau	Other Cities
	%	%	%	%	%	%
1. Fundamentals of Demonstration	50	9	23	5	9	23
2. Television Techniques	18	32	5	32	59	10
3. Audio Visual Equipment - Tape recorder - Projector - Charts, Posters - News Writing	14	32	5	37	64	11

TABLE IV CHART A

FOOD AND NUTRITION	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
NUTRITION	%	%	%	%	%	%	%	%	%	%
1. Understands family meal patterns	23	11	5	21	9	32	9	11	0	5
2. Knows types of foods in four food groups	27	21	9	26	0	16	9	11	0	0
3. Knows major nutrients in food groups	27	16	14	21	0	32	5	5	0	0
4. Plans special diets for patients	14	0	14	5	0	5	14	37	5	0
5. Understands therapeutic nutrition	14	0	9	0	0	16	18	32	5	0
6. Assists in food storage	18	32	5	5	9	26	9	11	5	5
7. Is aware of nutritional needs of different ages	23	11	5	16	14	21	5	11	0	5
MEAL PLANNING										
1. Assists in store room operations	5	5	14	11	5	21	18	26	0	5
2. Assists in quantity meal planning	14	5	14	5	9	21	9	26	0	0
3. Assists in marketing	5	16	18	16	14	16	9	21	0	0
4. Plans meals considering skill and time of person who will prepare meals	18	5	14	5	9	11	9	26	0	5

TABLE IV CHART A - continued

MEAL PLANNING	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
	%	%	%	%	%	%	%	%	%	%
5. Plans meals around money available	9	5	9	5	18	16	9	21	0	5
6. Plans meals considering nutritional needs	14	11	14	16	5	11	14	16	0	5
7. Plans meals considering color, shape and form of food	18	21	14	21	5	16	9	16	0	0
8. Manages meal so it is served on time	18	16	25	11	0	11	9	21	0	5

W.A. - Wausau Area

O.C. - Other Cities

TABLE IV CHART B

Food Service Management	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
	%	%	%	%	%	%	%	%	%	%
1. Knows types of food service	14	10	9	10	9	10	18	20	5	0
2. Sets tables of occasion	5	5	23	25	5	10	23	20	0	5
3. Plans color-coordination of meal	14	10	18	10	0	20	23	20	0	0
4. Makes simple centerpieces and arrangements	5	0	9	15	23	25	9	20	9	0
5. Plans luncheons, dinners and teas	5	10	18	0	5	15	27	25	0	5
6. Knows quantity food planning	5	15	23	0	14	25	14	20	0	0
7. Sets table for convenience and attractiveness	9	15	27	5	9	10	9	20	0	0
8. Arranges hospital trays atrractively	23	0	0	0	0	10	18	30	5	0
9. Arranges foods on trays so the ill can handle it	23	0	0	0	0	10	18	30	5	0
10. Supervises school lunch room	0	0	0	0	0	10	23	30	5	0
11. Assists teacher in foods lab	0	10	0	0	5	5	18	25	5	0
12. Prepares snacks for small groups	9	5	5	20	0	0	18	25	0	0

TABLE IV CHART B - continued

Health and Safety	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
	%	%	%	%	%	%	%	%	%	%
1. Understands need for sanitation	41	35	5	20	9	15	0	0	0	0
2. Supervises the handling of foods	23	10	14	15	0	10	18	20	0	0
3. Knows procedure for using cleaning agents safely	36	10	5	30	9	30	5	5	0	0
4. Recognizes the characteristics of spoiled food	41	30	5	30	5	15	5	5	0	0
5. Knows procedures of storing leftover food safely	41	30	5	20	5	15	5	5	0	5
6. Supervises the clearing of dishes	23	15	5	10	5	5	18	25	0	0
7. Supervises the cleaning of tables	27	15	5	10	5	10	18	5	0	25

W.A. - Wausau Area

O.C. - Other Cities

TABLE IV - CHART C

FABRICS & FURNISHINGS	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %
1. Sets up merchandise display	23	0	18	20	0	0	9	25	9	5
2. Keeps merchandise arranged neatly	41	0	5	20	0	0	9	25	5	5
3. Makes accurate measurements	36	10	9	10	0	0	9	20	5	5
4. Knows color coordination	18	15	23	5	9	15	5	15	0	5
5. Assists in arranging home furnishings	23	10	9	5	9	5	9	20	5	0
6. Knows fabrics and fibers and their characteristics	23	20	9	15	9	0	14	15	5	0
7. Assists in drapery construction	18	0	5	10	5	0	27	30	5	0
8. Knows drapery construction	27	0	5	10	9	0	14	30	5	0
9. Present selling demonstrations	27	10	9	5	5	5	9	20	0	0
10. Selects fabric suitable to pattern	23	5	14	15	14	0	0	20	5	0
11. Knows clothing construction	32	10	9	10	9	5	0	20	5	0
12. Knows notions and findings for sewing	36	15	14	5	0	0	0	20	5	5
13. Makes pattern alterations	23	5	9	10	9	0	9	25	5	0

TABLE IV - CHART C - continued

FABRICS & FURNISHINGS	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %
14. Knows care of fabrics	32	25	18	0	0	10	0	15	5	0
15. Selects accessories for wardrobe	18	5	9	10	14	0	9	25	5	0
16. Assists in planning wardrobe	18	5	4	10	18	0	9	25	5	0
17. Maintains sewing equipment and machine	9	15	5	5	23	0	5	25	0	0
18. Assists in clothing laboratory	0	15	0	0	9	5	9	20	5	0
19. Assists teacher in clothing demonstration	0	15	5	5	0	0	9	20	9	0
20. Prepares bulletin boards	5	5	0	15	5	10	9	15	5	0

W.A. Wausau Area
O.C. Other Cities

According to the survey, much knowledge or competency is necessary in the selection of fabrics, fibers and their characteristics; again, pointing out the consumer concept.

In the course content of Home Furnishings and Decoration, Table III, Chart C, there is indication that the firms within the immediate area are more concerned with the course content than are those outside of the area, but again this is due to the survey response. Very possibly the same knowledges, skills, and competencies necessary for success in retail sales in the Wausau area would also apply to those in other parts of the state or country.

The study indicates with the type of employers interviewed that selection and designing a floor plan is not necessary in the curriculum, nor is budgeting of much value.

The equipment and appliances part of the survey was applicable to those firms not involved with foods as well as the foods related businesses. Equipment and appliances, its selection, care and use seems to be of major importance indicated alike by employers within the area and those out of the immediate Wausau area which is shown on Table III, Chart D.

Table II indicates that 50% of all employers in the Wausau area feel this is an important phase of the training; keeping in mind that it is not applicable to 27% of those interviewed. This course should then be a very concentrated part of the curriculum.

Table III, Chart D, indicates that floor care equipment is of lesser importance than the rest of the course content.

Table IV, Chart D, describes the activities in which the Home Economist Assistant would be involved in a work day in various employment experiences. All activities described are of great importance and relate closely to the curriculum content of the equipment and appliances course. Only a small percentage indicated that some of these activities could be learned on the job. This is an important phase of the training regardless of the type of employment in which the graduate chooses.

Home Management and Child Care is a course that is designed to give students a general knowledge of management as it applies to the individual, home and family as well as to employment. It includes the management of all resources, energy and time as well as decision making. It was thought that by including a unit in child care, the graduates would be more ready to accept positions involving children as in day care centers and public school systems. As Table III, Chart E shows, the majority of the employers interviewed did not have need for child care training in jobs available at this time to the Home Economist Assistant.

However, with more emphasis on child care and with more facilities opening each year, this phase of training may be another job possibility for Home Economist Assistant graduates.

TABLE IV CHART D

APPLIANCES AND EQUIPMENT	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.	W.A.	O.C.
	%	%	%	%	%	%	%	%	%	%
1. Presents selling demonstration	27	35	9	15	5	15	14	10	0	0
2. Demonstrates home appliances	23	40	9	20	5	10	9	0	5	5
3. Knows care of home appliances	23	60	9	15	9	5	9	0	5	5
4. Sets up cooking school	14	25	9	10	5	15	23	0	5	15
5. Arranges for group meetings	9	25	5	25	5	5	23	5	9	15
6. Assists in selection of home equipment	14	20	18	20	9	15	0	0	5	10
7. Sets up displays	36	25	5	15	14	25	5	10	0	0
8. Knows uses of specific equipment	27	50	14	10	9	25	0	0	5	0
9. Is aware of consumer needs	41	60	9	10	9	15	0	0	0	0
10. Is aware of new products	32	50	14	20	5	10	0	0	5	15

W.A. - Wausau Area

O.C. - Other Cities

Effective Selling is an academic course required for the Home Economist Assistant students; a course aimed at achieving effective use of product information in a selling situation. This includes gearing conversation to the customer, communicating the student's ideas effectively, making the customer want to buy, how and when to close a sale, learning the fundamentals of effective selling demonstrations and assisting with displays.

Table III, Chart F, points out that advertising is not a necessary requirement for any of the employers surveyed. The remainder of the subjects covered in this course were very important according to all employers interviewed.

Selling, in each area of the curriculum, is an important aspect of the training of those students as only 30% of all those surveyed stated that this phase of training was not applicable to their particular type of business.

Table III, Chart G, indicates the importance of Demonstration Techniques, which is exactly what the name implies; learning the fundamentals of writing and executing a demonstration in any given area or phase of home economics. The chart points out that there is considerable difference of opinion in the importance of television techniques and audio-visual training depending on the location of the employer surveyed.

TABLE IV CHART E

PERSONAL TRAITS	Very Important		Important		Somewhat Important		Not Important		Can Be Learned On Job	
	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %	W.A. %	O.C. %
1. Personal Appearance	86	50	5	40	0	0	0	5	5	0
2. Good Grammar	69	55	18	25	0	15	0	0	5	0
3. Customer Relations	68	70	5	20	9	0	5	5	0	0
4. Good Penmanship	23	20	18	45	27	15	23	10	0	0
5. Telephone Courtesy	64	55	14	35	5	5	5	0	0	0
6. Accurate Typing	9	30	5	5	18	10	60	35	0	0
7. Basic Mathematics	23	10	18	20	14	45	27	5	5	0
8. Operates Cash Register	14	0	0	0	14	15	23	40	36	0

In addition to skills and competencies desired of an employee, personal traits are also very important. Considering the vast number of different kinds of positions held by the graduates, a list of personal traits was compiled as part of the survey as illustrated in Table IV, Chart E.

The course Grooming and Poise covers many of the personal traits listed on Table IV, Chart E, which proves that personal appearance, good grammar, customer relations and telephone courtesy are at the top of the list, and emphasis should continue here.

Another area that cannot be overlooked is that of job placement of the graduates of the classes of 1970 and 1971.

In a survey sent to graduates of the Home Economist Assistant program, with a return of 74%, several important facts were indicated.

The different types of jobs held by the graduates vary with 84% working in jobs directly related to their major field while the remainder found employment in unrelated occupations. The jobs appear to be broken down into two major categories; those of foods related and those positions not related to foods, Table V.

The foods related job opportunities are primarily those in food service situations such as dietary technicians and dietary aides in hospitals and nursing homes. Other foods related positions are found in restaurants, bakeries, and that of the homemaker position in the Department of Social Services.

The non-foods related jobs for the most part are in sales, fabric, ready-to-wear, department, and home furnishings. Several Home Economist Assistant graduates have taken positions as teacher aides. Several are full-time homemakers and mothers and are not employed outside of the home at this time.

Twenty percent of the graduates are currently working in totally unrelated fields and are satisfied with their jobs. At the same time, according to statistics, the state average in all majors of graduates working in jobs other than those directly related to their major field is also 20%. They have found that these persons are happy with their

present employment and if they had to make the decision again, would have selected a different field or area in which to major. The survey indicated that 90% of the Home Economist Assistants are experiencing job satisfaction with their present employment.

TABLE V

	TYPES OF EMPLOYMENT								
	Food Service	Sales Fabric	Food	Dept.	Dept. of Soc. Serv	Tchr Aide	Related Field	Home-maker Mother	Un-Related Field
1970 Grads (14)	5	1		1				2	5
1971 Grads (17)	1		1	3	1	3	2	2	4

The average wage earned by the Home Economist Assistant 1970 and 1971 graduate is between $76 and $100 per week. Fifty percent of the graduates earn between $76 and $100 per week while the remaining 50% earn an average of between $51 and $76 per week. The wage scale is definitely related to the community and type of work performed.

In determining the type of job taken by the Home Economist Assistant, we might look a little more closely at the type of student who is attracted and enrolls in the program. Looking at the rank in the high school graduating class, it is found that in the 1970 class, 7% of the students were in the top quartile of their high school graduating class while in 1972, 42% were in the top quartile. In 1970, 17% of the students were in the bottom quartile of their high school graduating class while only 8% of the 1972 class were in the bottom quartile which seems to appear that a better calibre student is being attracted as the program grows, develops and becomes better known.

The top quartile was successful in job placement. The bottom quartile has also experienced success and has found suitable employment in the field of home economics or in related fields. Students in the third quartile of their high school graduating class have experienced the lack of success and have been unable to compete in the labor market. They were generally below average students.

In reviewing the high school preparatory courses taken by the Home Economist Assistant students, it appears that four years of previous home economics courses is a predictor of success in the completion of the program, as shown on Table VI. In comparing the student who had substantial high school home economics preparatory

TABLE VI

The following table shows number of students with number of high school Home Economics courses.

No. of courses	0	1	2	3	4
1970	3	2	3	5	1
1971	2	2	5	6	4
1972	1	2	2	3	4

courses with those who did not, we find that the student with three or four high school home economics courses is far more successful in the world of work than her poorly prepared sister.

We also find that three or four years of science had an affect in the success of the student, both in school and on the job, but it appears that high school mathematics courses do not have a relationship to success in the program.

From which parts of the state do we attract students? Table VII indicates the location of the student's home town and the job placement of these same students. Notice that the student's job is in the same area as their home community. She is more concerned with her home community and friends apparently than with finding employment in a larger city. Which brings to mind the reasons why the students are graduating from high school, spending one year at NCTI and going back to the original community from which they came, where basically there are a very limited number of jobs and in some cases no jobs to utilize the training and skills they have learned during their one year at NCTI.

TABLE VII-A

AREA VOCATIONAL, TECHNICAL

DISTRICT 15

1970 and 1971 Graduates - Home Communities

Identification of student by number

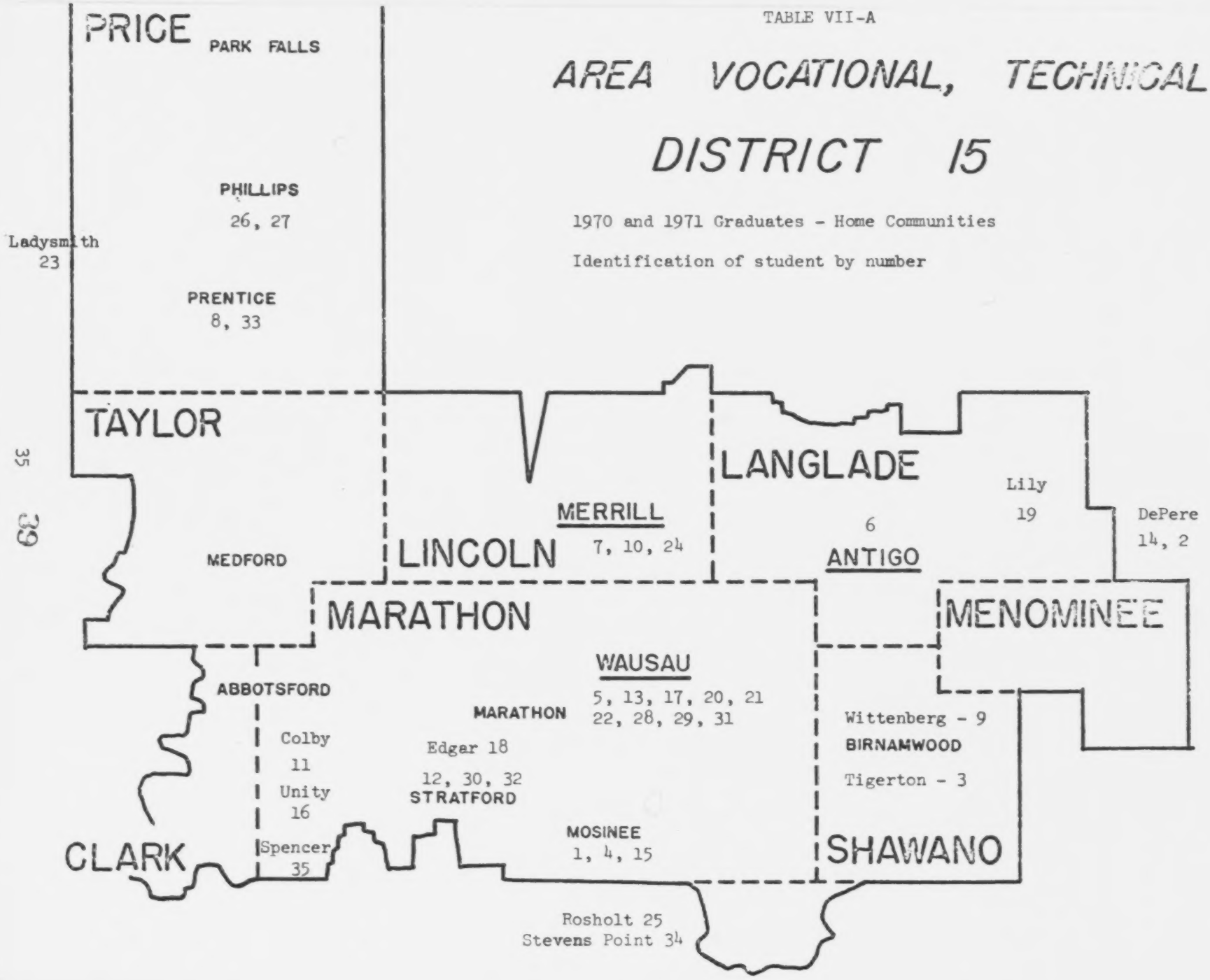
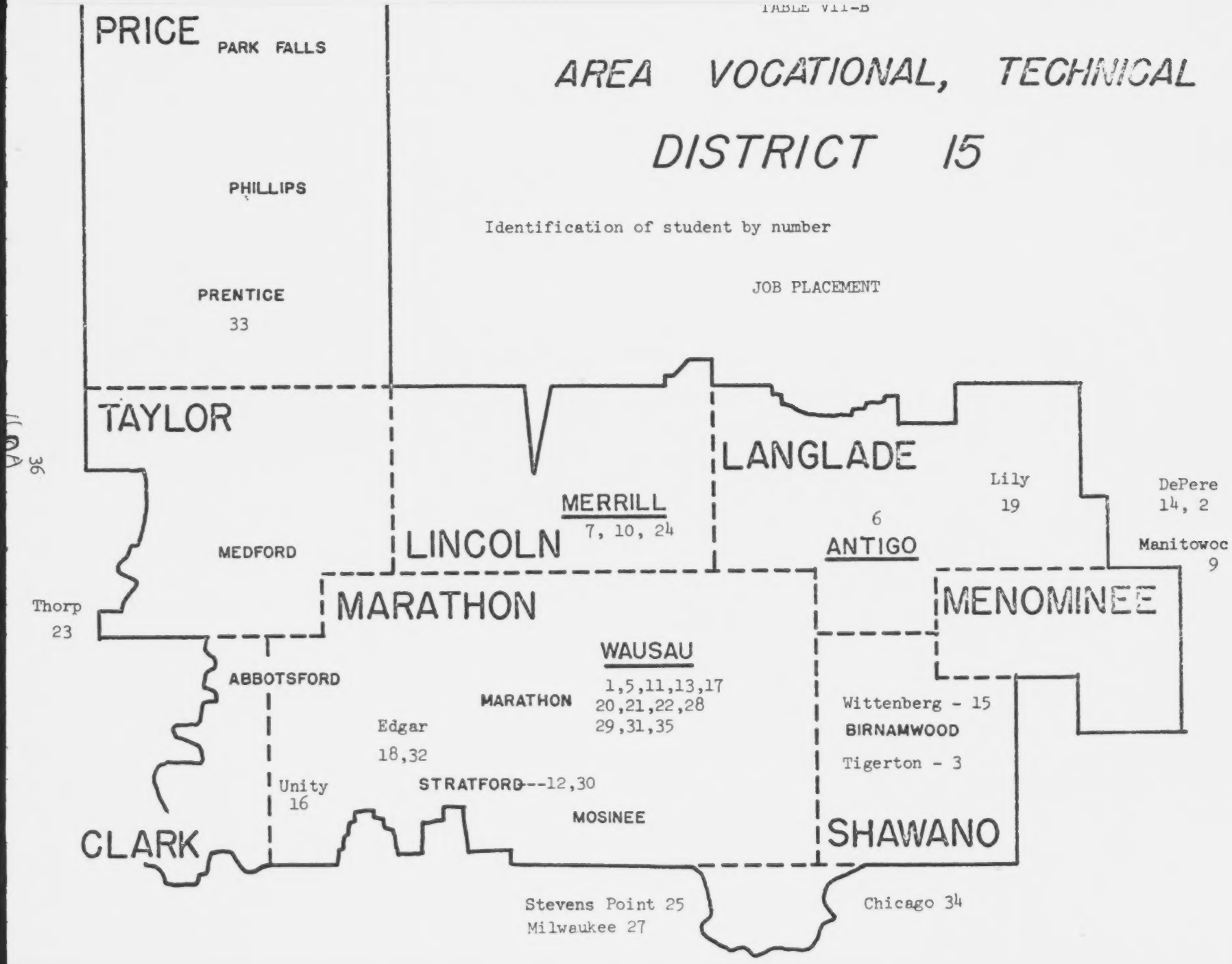


TABLE VII-B

AREA VOCATIONAL, TECHNICAL

DISTRICT 15



Identification of student by number

JOB PLACEMENT

An NCTI job placement report indicates that in 1970, 63% of all NCTI graduates stayed within the district for employment, 29% went outside of the district and 8% were working out of the state. In comparison it shows 84% of the graduates of the one year diploma programs finding employment within the district, 13% outside of the district and only 3% went out of the state. One year later the figures changed a little in that 61% of the overall graduates were employed within the district, 32% outside of the district, and 5% out of the state. Looking at the one year graduate, 66% were working within the district, 20% out of the district and 4% found jobs out of the state. It looks as though our graduates are for the most part going to stay within the district or within the state. We need to find jobs for them within this area.

Through interviewing employers, 50% pointed out that the most desirable age for hiring of an employee is at least 21 years of age. Our graduates for the most part are about 20 and are labeled as "young" for the job by the employer. Only 25% of those answering the survey indicated that age was not a consideration when hiring employees and most of these were employers from outside of the Wausau area.

Keeping in mind the need for more job training, there is also a need to find employment for the people who have training as a Home Economist Assistant. We, in the home economics department, have

promoted the Home Economist Assistant program by holding luncheons and coffee hours for selected businessmen whereby exposing them to the different aspects and areas of training within the program.

At the same time, under this research assignment, a slide series and tape describing the activities and learnings of the Home Economist Assistant program was produced. It shows one girl in many different job experiences and also gives an overview of the different types of classroom experiences she would have within the district. Many home economics classes have been addressed concerning the program, either having the students visit NCTI or having a staff member visit the high school.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In conclusion of this research assignment, I would like to make several suggestions or recommendations for consideration by the administration and advisory committee.

In studying the results of the survey and reviewing the written and vocal comments concerning the Home Economist Assistant program, it appears that the students need maturity and work experience in addition to a well-rounded vocational home economics education.

The employers indicated that the students need to be taught "how to work", they need to be taught responsibility, and they need to know how to work with different types of people. Their "young" age is a disadvantage in most cases. They lack work experience, work habits, and maturity. All of these comments involve traits or characteristics that usually cannot be taught out of a book but are learned through experience and living.

I firmly believe, and would like to recommend for your consideration, that the Home Economist Assistant program be longer than a one year program, perhaps three or possibly four semesters to include a work experience. This work experience might very well be patterned after the internship program now included in the marketing curriculum. From all indications, it appears there is a two track

program within the Home Economist Assistant curriculum, that of foods related occupations and those jobs not concerned with foods.

Therefore, I would like to suggest that the first portion of the program be an introduction to home economics with general introductory courses in the major fields. Academic courses could remain much the same as they are presently. After this time, the student should be able to make a decision as to which area to select, either foods or non-foods. From here on in, she would concentrate in one area, foods or non-foods.

Curriculum changes and additions would need to be made in both disciplines. There should also be electives offered to students in home economics and also in the academic and business areas, in order to round out their education. Perhaps an exchange type of arrangement could be made between the marketing department and the home economics department with the non-foods students taking additional marketing courses and the marketing students enrolling in the textiles and/or equipment and appliances courses, which are currently offered and advantageous information for a marketing student.

During the last portion of the program, the student would be involved in an internship or work experience. This opportunity would give the student training and experience as an employee. The employers would be visited periodically and on the job problems or experiences could be shared and discussed in a class time situation when all of

the students would meet for this purpose.

The additional time spent in the proposed program would give the student additional skills and knowledges, culture, poise and maturity besides the opportunity and experience of working on a job.

In working with the program since its beginning, I feel that the general public, including employers, does not know what is involved in the training of the Home Economist Assistant nor do they feel that they have an opening for such a person as they have not heard of this title before. The title of the program does not coincide with the types of employment available for the graduates. Many with whom I have visited during this study have indicated that the name is misleading and have suggested the possibility of changing the name to a more descriptive and meaningful title. Assistant implies that the person with this title is incapable of performing individually.

Therefore, I would like to suggest that the name of the program be changed. In this age of technology, perhaps "Home Economics Technician" might be a possibility for consideration.

I would like to suggest that someone be assigned to do job development and placement and recruitment of students as an on-going year around program instead of concentrating on this phase of the program only in springtime. Until the program really gets well established, we need this type of concentration.

Nationally, there is a shortage of home economists and there is a definite need for auxiliary home economists. Employers need to be educated as to what a graduate of this program could do for him. The Home Economist Assistant program at NCTI is an extension of one of the greatest professions in the world - Home Economics. We need this program. It is wonderful training for those involved and there are jobs for the graduates. We need to find them.

APPENDIX

Vocational, Technical and Adult Education District Fifteen

North Central Technical Institute

wrence B. Hoyt
Director

1000 Schofield Avenue

Wausau, Wisconsin 54401
Telephone 715 - 675-3331

June 9, 1971

Dear Advisory Committee Member:

During the next six months I will be doing an in-depth study concerning the one-year Home Economists Assistant program at North Central Technical Institute. The program has now been in progress for two years and we feel that at this time there is need to objectively evaluate the curriculum in regards to the types of jobs available for the graduate.

Mrs. Marie Bannon, Home Economics Coordinator, suggested that I contact the members of the Home Economics Assistant Advisory Committee, to assist me. Therefore, I am asking for some help and guidance from you. Will you please come to a meeting Wednesday, June 16 at 9:30 a.m., Room 509, in the Home Economics Department at North Central Technical Institute, to help formulate specific plans for this research study. I need your help and will so appreciate your being present at this meeting.

Sincerely,

(Mrs.) June Fredericksen
Instructor

JF/rp

HOME ECONOMISTS ASSISTANT PROGRAM STUDY

by
June L. Fredericksen
Home Economics Instructor

THE PROBLEMS AND OBJECTIVES

The Home Economists Assistant program at North Central Technical Institute was begun in September, 1969. It is a unique program, the only one such program in Wisconsin and possibly in the United States. Two classes have graduated from the one year diploma program. The students have experienced difficulty in finding employment so we question the goals and objectives of the program.

For this reason, we are conducting a survey, both of the graduates of the program and of employers, primarily in District 15 and in other specific areas of the State of Wisconsin. Through this study we hope to determine the needs of the employer and to change the curriculum so that it is compatible with the jobs available.

SPECIFIC OBJECTIVES

1. to identify the present and future employment opportunities for a person with training as an auxiliary Home Economist.

2. to review, study and evaluate the present curriculum and course content in relation to job competencies required as suggested through interviews with employers.

3. to determine competencies needed for specific job clusters and develop recommendations for the improvement of the existing Home Economists Assistant program.

4. to develop new career materials for the recruitment and promotion of the program.

HOME ECONOMISTS ASSISTANT SURVEY

Company Name _____

Address _____ City _____

Interviewee _____ Title _____

Home Economists Assistant Survey

Part A - General Information

1. Please indicate the type or types of business in which you are engaged.

_____ Hospital

_____ Nursing Home

_____ School Food Service

_____ Supper Club

_____ Utility Company

_____ School (teacher aide)

_____ County Social Services

_____ Retail Store

_____ ready to wear

_____ department

_____ home furnishings

_____ decorating

_____ fabric

_____ other _____

2. What is the approximate number of all employees.

_____ full-time

_____ part-time

3. Of that number above, how many are working in areas related to the purpose of this study?

_____

4. Age preferred

_____ 18-21

_____ 21-30

_____ over 30

5. Sex preferred

_____ male

_____ female

_____ either

6. Present source of new employees and beginning salary.

	X	Salary/Mo.	Wages/Hr.	Commission	Potential
College					
Technical Institute					
Skilled Laborer					
High School Graduate					
Company Training					
Other -					
_____					
_____					
_____					

Part B - Skills and Competencies of a Home Economists Assistant

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On the following pages of the questionnaire, we are asking you to respond to several questions dealing with the importance of certain subject areas which you feel would qualify a person to work in your company in the field of Home Economics. Secondly, we are asking tha tyou give an indication of the degree of involvement as to the activities, skills and competencies for which the person would be responsible.

---

7. Listed below are subjects in which the students participate. Please check the degree of knowledge a Home Economist Assistant should have if employed by your firm. PLEASE RATE ONLY THOSE AREAS APPLICABLE.

	Knowledge Is Essential	Some Knowledge Essential	No Knowledge Essential
FOODS:			
1. Health Laws	( )	( )	( )
2. Personal Hygiene	( )	( )	( )
3. Care of Equipment	( )	( )	( )
4. Consumer Protection	( )	( )	( )
5. Labels, Brand, Grades	( )	( )	( )
6. Methods of Food Preparation	( )	( )	( )
7. Special Diets	( )	( )	( )
8. Habits of Various Groups	( )	( )	( )
9. Meal Planning	( )	( )	( )
10. Budgeting the Food Dollar	( )	( )	( )
11. Planning for Special Occasions	( )	( )	( )
12. Table Appointments	( )	( )	( )
13. Centerpieces	( )	( )	( )
14. Table Service	( )	( )	( )
CLOTHING & TEXTILES:			
1. Wardrobe Planning	( )	( )	( )
2. Ready-Made Clothing Selection	( )	( )	( )
3. Study of Textiles	( )	( )	( )
4. Care of Fabrics	( )	( )	( )
5. Fabric Selection	( )	( )	( )
6. Clothing Construction	( )	( )	( )

	Knowledge is Essential	Some Knowledge Essential	No Knowledge Essential
HOME FURNISHINGS:			
1. Principles of Design	( )	( )	( )
2. Selection Floor Plan	( )	( )	( )
3. Principles of Color	( )	( )	( )
4. Styles of Furniture	( )	( )	( )
5. Furniture Construction	( )	( )	( )
6. Furniture Arrangement	( )	( )	( )
7. Fabrics, Fibers & Finishes	( )	( )	( )
8. Wall Treatments	( )	( )	( )
9. Window Treatments	( )	( )	( )
10. Lighting	( )	( )	( )
11. Accessories	( )	( )	( )
12. Budgeting	( )	( )	( )
13. Floor Coverings	( )	( )	( )
EQUIPMENT & APPLIANCES: Selection, Care & Use			
1. Cooking Utensils	( )	( )	( )
2. Tableware	( )	( )	( )
3. Portable Appliances	( )	( )	( )
4. Major Appliances	( )	( )	( )
5. Laundry Equipment	( )	( )	( )
6. Floor Care Equipment	( )	( )	( )
SALES:			
1. Principles of Selling	( )	( )	( )
2. Display	( )	( )	( )
3. Advertising	( )	( )	( )
4. Sales Demonstration	( )	( )	( )
DEMONSTRATION TECHNIQUES:			
1. Fundamentals of Demonstration	( )	( )	( )
2. Television Techniques	( )	( )	( )
3. Audio Visual Equipment	( )	( )	( )
- Tape Recorder			
- Projector			
- Charts, Posters			
- News Writing			

	Knowledge is Essential	Some Knowledge Essential	No Knowledge Essential
CHILD CARE:			
1. Pre-schoolers	( )	( )	( )
2. Ages 5 - 8	( )	( )	( )
3. Physical Development	( )	( )	( )
4. Learning Skills	( )	( )	( )
5. Play & Playthings	( )	( )	( )
6. Emotional Development	( )	( )	( )
7. Discipline	( )	( )	( )
8. Social Development	( )	( )	( )
9. School Readiness	( )	( )	( )
10. Health & Safety	( )	( )	( )

8. Listed below are a number of selected activities in which a Home Economists Assistant might be involved during a normal day to day function in your firm. Please rate the degree of involvement she would have in each of the activities listed. Rate only those applicable.

FOOD AND NUTRITION	Very Important	Important	Somewhat Important	Not Important	Can be learned on job
Nutrition					
1. Understands family meal patterns	( )	( )	( )	( )	( )
2. Knows types of foods in four food groups	( )	( )	( )	( )	( )
3. Knows major nutrients in food groups	( )	( )	( )	( )	( )
4. Plans special diets for patients	( )	( )	( )	( )	( )
5. Understands theraputic nutrition	( )	( )	( )	( )	( )
6. Assists in food storage	( )	( )	( )	( )	( )
7. Is aware of nutritional needs of different ages	( )	( )	( )	( )	( )
Meal Planning					
1. Assists in storeroom operations	( )	( )	( )	( )	( )
2. Assists in quantity meal planning	( )	( )	( )	( )	( )
3. Assists in marketing	( )	( )	( )	( )	( )
4. Plans meals considering skill and time of person who will prepare meals	( )	( )	( )	( )	( )
5. Plans meals around money available	( )	( )	( )	( )	( )
6. Plans meals considering nutritional needs	( )	( )	( )	( )	( )
7. Plans meals considering color, shape and form of food	( )	( )	( )	( )	( )
8. Manages meal so it is served on time	( )	( )	( )	( )	( )

	Very Important	Important	Somewhat Important	Not important	Can be learned on job
Food Service Management					
1. Knows types of food service	( )	( )	( )	( )	( )
2. Sets tables of occasion	( )	( )	( )	( )	( )
3. Plans color-coordination of meal	( )	( )	( )	( )	( )
4. Makes simple centerpieces and arrangements	( )	( )	( )	( )	( )
5. Plans luncheons, dinners and teas	( )	( )	( )	( )	( )
6. Knows quantity food planning	( )	( )	( )	( )	( )
7. Sets table for convenience and attractiveness	( )	( )	( )	( )	( )
8. Arranges hospital trays attractively	( )	( )	( )	( )	( )
9. Arranges foods on trays so the ill can handle it	( )	( )	( )	( )	( )
10. Supervises school lunch room	( )	( )	( )	( )	( )
11. Assists teacher in foods lab	( )	( )	( )	( )	( )
12. Prepares snacks for small groups	( )	( )	( )	( )	( )
Health and Safety					
1. Understands need for sanitation	( )	( )	( )	( )	( )
2. Supervises the handling of foods	( )	( )	( )	( )	( )
3. Knows procedure for using cleaning agents safely	( )	( )	( )	( )	( )
4. Recognizes the characteristics of spoiled food	( )	( )	( )	( )	( )
5. Knows procedures of storing leftover food safely	( )	( )	( )	( )	( )
6. Supervises the clearing of dishes	( )	( )	( )	( )	( )
7. Supervises the cleaning of tables	( )	( )	( )	( )	( )
Fabrics and Furnishings					
1. Sets up merchandise display	( )	( )	( )	( )	( )
2. Keeps merchandise arranged neatly	( )	( )	( )	( )	( )
3. Makes accurate measurements	( )	( )	( )	( )	( )
4. Knows color coordination	( )	( )	( )	( )	( )
5. Assists in arranging home furnishings	( )	( )	( )	( )	( )
6. Knows fabrics and fibers and their characteristics	( )	( )	( )	( )	( )
7. Assists in drapery construction	( )	( )	( )	( )	( )
8. Knows drapery construction	( )	( )	( )	( )	( )
9. Present selling demonstrations	( )	( )	( )	( )	( )

Fabrics and Furnishings	Very important	Important	Somewhat important	Not important	Can be learned on job
10. Selects fabric suitable to pattern	( )	( )	( )	( )	( )
11. Knows clothing construction	( )	( )	( )	( )	( )
12. Knows notions and findings for sewing	( )	( )	( )	( )	( )
13. Makes pattern alterations	( )	( )	( )	( )	( )
14. Knows care of fabrics	( )	( )	( )	( )	( )
15. Selects accessories for wardrobe	( )	( )	( )	( )	( )
16. Assists in planning wardrobe	( )	( )	( )	( )	( )
17. Maintains sewing equipment and machine	( )	( )	( )	( )	( )
18. Assists in clothing laboratory	( )	( )	( )	( )	( )
19. Assists teacher in clothing demonstration	( )	( )	( )	( )	( )
20. Prepares bulletin boards	( )	( )	( )	( )	( )
Appliances and Equipment					
1. Presents selling demonstration	( )	( )	( )	( )	( )
2. Demonstrates home appliances	( )	( )	( )	( )	( )
3. Knows care of home appliances	( )	( )	( )	( )	( )
4. Sets up cooking school	( )	( )	( )	( )	( )
5. Arranges for group meetings	( )	( )	( )	( )	( )
6. Assists in selection of home equipment	( )	( )	( )	( )	( )
7. Sets up displays	( )	( )	( )	( )	( )
8. Knows uses of specific equipment	( )	( )	( )	( )	( )
9. Is aware of consumer needs	( )	( )	( )	( )	( )
10. Is aware of new products	( )	( )	( )	( )	( )

Child Care (Teacher-Aide)	Very important	Important	Somewhat important	Not important	Can be learned on job
1. Prepares bulletin boards	( )	( )	( )	( )	( )
2. Assists in library	( )	( )	( )	( )	( )
3. Assists in correcting papers	( )	( )	( )	( )	( )
4. Proctors tests	( )	( )	( )	( )	( )
5. Operates visual aid equipment	( )	( )	( )	( )	( )
6. Reads to children	( )	( )	( )	( )	( )
7. Supervises playgrounds	( )	( )	( )	( )	( )
8. Knows basic first aid	( )	( )	( )	( )	( )
9. Supervises study halls, libraries	( )	( )	( )	( )	( )
10. Assists nursery school teacher	( )	( )	( )	( )	( )
11. Understands basic emotional needs	( )	( )	( )	( )	( )
12. Understands basic social needs	( )	( )	( )	( )	( )
13. Plans adequate meals	( )	( )	( )	( )	( )
14. Assists elementary teacher	( )	( )	( )	( )	( )
15. Guides children on tours	( )	( )	( )	( )	( )

In addition to skills and competencies desired of an employee, personal traits are important also. Please rate the following as they would pertain to personnel in your firm.

Personal Traits					
1. Personal appearance	( )	( )	( )	( )	( )
2. Good grammar	( )	( )	( )	( )	( )
3. Customer Relations	( )	( )	( )	( )	( )
4. Good penmanship	( )	( )	( )	( )	( )
5. Telephone courtesy	( )	( )	( )	( )	( )
6. Accurate typing	( )	( )	( )	( )	( )
7. Basic mathematics	( )	( )	( )	( )	( )
8. Operates cash register	( )	( )	( )	( )	( )

COMPANY RESPONSE

1. Would you like to receive a copy of the tabulated results of this survey? Yes _____ No _____

2. Would you consider participating in a co-op employment program involving students enrolled in the Home Economist's Program? Yes _____ No _____

3. Would you be willing to allow students to observe and assist without pay for a short time? Yes _____ No _____

4. What hours would you prefer to use the student trainees?

   Before school _____

   Morning _____

   Noon hour _____

   Afternoon _____

   After school _____

   Evenings _____

   Weekends _____

5. Would it be possible for you to cooperate with the trainee in arranging a work schedule to fit her class schedule? Yes _____ No _____

6. Would you possibly be interested in hiring a graduate Home Economist Assistant if the opportunity arises? Yes _____ No _____

7. Would you like to be placed on the school's mailing list for graduate placement purposes? Yes _____ No _____

PART A - GENERAL INFORMATION

HOME ECONOMIST'S ASSISTANT SURVEY

1. Name _____ Age _____
   Last First Middle

   Address _____
   Street City State Zip

   Marital Status _____ If married, maiden name _____

2. What is your present job? _____

   ___ Full-time ___ Part-time

3. How long have you worked for your present employer? _____

4. Is your present occupation related to the training you received at NCTI?

   ___ Highly related ___ Slightly related ___ Totally unrelated

   If slightly or totally unrelated, give reason why you did not take a job in your major.

   ___ Could not find employment
   ___ This work pays better
   ___ Married
   ___ Developed new interests
   ___ Disliked occupation for which trained
   ___ Other (specify) _____

5. List the different employers you have worked for since graduation?

Employer	Length of time worked Months

6. Please indicate the degree of satisfaction of your present employment.

   ___ Satisfied ___ Mildly satisfied ___ Mildly dissatisfied

   ___ Dissatisfied

7. How did you acquire your first job after graduation?

   ___ NCTI
   ___ State Employment Service
   ___ Direct application to employer
   ___ Relative or friend
   ___ Other (specify) _____

8. What is your average weekly salary (before deductions)?

   ___ Under $50 ___ $51 to $75 ___ $76 to $100 ___ $101 to $125

PART B – Skills and Competencies of a Home Economist's Assistant

Listed below are the topics which you covered in each of the courses in which you participated. Please check the degree of knowledge you feel is necessary for your present job. PLEASE RATE ONLY THOSE AREAS APPLICABLE.

		Knowledge is Essential	Some Knowledge Essential	No Knowledge Essential
	FOODS:			
1.	Health Laws	( )	( )	( )
2.	Personal Hygiene	( )	( )	( )
3.	Care of Equipment	( )	( )	( )
4.	Consumer Protection	( )	( )	( )
5.	Labels, Brands, Grades	( )	( )	( )
6.	Methods of Food Preparation	( )	( )	( )
7.	Special Diets	( )	( )	( )
8.	Habits of Various Groups	( )	( )	( )
9.	Meal Planning	( )	( )	( )
10.	Budgeting the Food Dollar	( )	( )	( )
11.	Planning for Special Occasions	( )	( )	( )
12.	Table Appointments	( )	( )	( )
13.	Centerpieces	( )	( )	( )
14.	Table Service	( )	( )	( )
	CLOTHING & TEXTILES:			
1.	Wardrobe Planning	( )	( )	( )
2.	Ready-Made Clothing Selection	( )	( )	( )
3.	Study of Textiles	( )	( )	( )
4.	Care of Fabrics	( )	( )	( )
5.	Fabric Selection	( )	( )	( )
6.	Clothing Construction	( )	( )	( )
	HOME FURNISHINGS:			
1.	Principles of Design	( )	( )	( )
2.	Selection Floor Plan	( )	( )	( )
3.	Principles of Color	( )	( )	( )
4.	Styles of Furniture	( )	( )	( )
5.	Furniture Construction	( )	( )	( )
6.	Furniture Arrangement	( )	( )	( )
7.	Fabrics, Fibers & Finishes	( )	( )	( )
8.	Wall Treatments	( )	( )	( )
9.	Window Treatments	( )	( )	( )
10.	Lighting	( )	( )	( )
11.	Accessories	( )	( )	( )
12.	Budgeting	( )	( )	( )
13.	Floor Coverings	( )	( )	( )

		Knowledge is Essential	Some Knowledge Essential	No Knowledge Essential
	EQUIPMENT & APPLIANCES: Selection, Care & Use			
1.	Cooking Utensils	( )	( )	( )
2.	Tableware	( )	( )	( )
3.	Portable Appliances	( )	( )	( )
4.	Major Appliances	( )	( )	( )
5.	Laundry Equipment	( )	( )	( )
6.	Floor Care Equipment	( )	( )	( )
	SALES:			
1.	Principles of Selling	( )	( )	( )
2.	Display	( )	( )	( )
3.	Advertising	( )	( )	( )
4.	Sales Demonstration	( )	( )	( )
	DEMONSTRATION TECHNIQUES:			
1.	Fundamentals of Demonstration	( )	( )	( )
2.	Television Techniques	( )	( )	( )
3.	Audio Visual Equipment - Projector - Charts, Posters - News Writing - Tape Recorder	( )	( )	( )
	CHILD CARE:			
1.	Pre-schoolers	( )	( )	( )
2.	Ages 5 - 8	( )	( )	( )
3.	Physical Development	( )	( )	( )
4.	Learning Skills	( )	( )	( )
5.	Play and Playthings	( )	( )	( )
6.	Emotional Development	( )	( )	( )
7.	Discipline	( )	( )	( )
8.	Social Development	( )	( )	( )
9.	School Readiness	( )	( )	( )
10.	Health and Safety	( )	( )	( )

Listed below are a number of selected activities in which you as a Home Economist's Assistant might be involved during a normal day to day function. Please rate the degree of involvement you have in each of the activities listed. Rate only those applicable.

		Very Important	Important	Somewhat Important	Not Important
	FOOD AND NUTRITION				
	Nutrition				
1.	Understands family meal patterns	( )	( )	( )	( )
2.	Knows types of foods in four food groups	( )	( )	( )	( )
3.	Knows major nutrients in food groups	( )	( )	( )	( )
4.	Plans special diets for patients	( )	( )	( )	( )
5.	Understands theraputic nutrition	( )	( )	( )	( )
6.	Assists in food storage	( )	( )	( )	( )
7.	Is aware of nutritional needs of different ages	( )	( )	( )	( )
	Meal Planning				
1.	Assists in storeroom operations	( )	( )	( )	( )
2.	Assists in quantity meal planning	( )	( )	( )	( )
3.	Assists in marketing	( )	( )	( )	( )
4.	Plans meals considering skill and time of person who will prepare meals	( )	( )	( )	( )
5.	Plans meals around money available	( )	( )	( )	( )
6.	Plans meals considering nutritional needs	( )	( )	( )	( )
7.	Plans meals considering color, shape and form of food	( )	( )	( )	( )
8.	Manages meal so it is served on time	( )	( )	( )	( )
	Food Service Management				
1.	Knows types of food service	( )	( )	( )	( )
2.	Sets tables of occasion	( )	( )	( )	( )
3.	Plans color-coordination of meal	( )	( )	( )	( )
4.	Makes simple centerpieces and arrangements	( )	( )	( )	( )
5.	Plans luncheons, dinners and teas	( )	( )	( )	( )
6.	Knows quantity food planning	( )	( )	( )	( )
7.	Sets table for convenience and attractiveness	( )	( )	( )	( )
8.	Arranges hospital trays attractively	( )	( )	( )	( )
9.	Arranges foods on trays so the ill can handle it	( )	( )	( )	( )
10.	Supervises school lunch room	( )	( )	( )	( )
11.	Assists teacher in foods lab	( )	( )	( )	( )
12.	Prepares snacks for small groups	( )	( )	( )	( )

	Health and Safety	Very Important	Important	Somewhat Important	Not Important
1.	Understands need for sanitation	( )	( )	( )	( )
2.	Supervises the handling of foods	( )	( )	( )	( )
3.	Knows procedure for using cleaning agents safely	( )	( )	( )	( )
4.	Recognizes the characteristics of spoiled food	( )	( )	( )	( )
5.	Knows procedures of storing leftover food safely	( )	( )	( )	( )
6.	Supervises the clearing of dishes	( )	( )	( )	( )
7.	Supervises the cleaning of tables	( )	( )	( )	( )
	Fabrics and Furnishings				
1.	Sets up merchandise display	( )	( )	( )	( )
2.	Keeps merchandise arranged neatly	( )	( )	( )	( )
3.	Makes accurate measurements	( )	( )	( )	( )
4.	Knows color coordination	( )	( )	( )	( )
5.	Assists in arranging home furnishings	( )	( )	( )	( )
6.	Knows fabrics and fibers and their characteristics	( )	( )	( )	( )
7.	Assists in drapery construction	( )	( )	( )	( )
8.	Knows drapery construction	( )	( )	( )	( )
9.	Present selling demonstrations	( )	( )	( )	( )
10.	Selects fabric suitable to pattern	( )	( )	( )	( )
11.	Knows clothing construction	( )	( )	( )	( )
12.	Knows notions and findings for sewing	( )	( )	( )	( )
13.	Makes pattern alterations	( )	( )	( )	( )
14.	Knows care of fabrics	( )	( )	( )	( )
15.	Selects accessories for wardrobe	( )	( )	( )	( )
16.	Assists in planning wardrobe	( )	( )	( )	( )
17.	Maintains sewing equipment and machine	( )	( )	( )	( )
18.	Assists in clothing laboratory	( )	( )	( )	( )
19.	Assists teacher in clothing demonstration	( )	( )	( )	( )
20.	Prepares bulletin boards	( )	( )	( )	( )
	Appliances and Equipment				
1.	Presents selling demonstration	( )	( )	( )	( )
2.	Demonstrates home appliances	( )	( )	( )	( )
3.	Knows care of home appliances	( )	( )	( )	( )
4.	Sets up cooking school	( )	( )	( )	( )
5.	Arranges for group meetings	( )	( )	( )	( )
6.	Assists in selection of home equipment	( )	( )	( )	( )
7.	Sets up displays	( )	( )	( )	( )
8.	Knows uses of specific equipment	( )	( )	( )	( )
9.	Is aware of consumer needs	( )	( )	( )	( )
10.	Is aware of new products	( )	( )	( )	( )

Child Care (Teacher-Aide)	Very Important	Important	Somewhat Important	Not Important
1. Prepares bulletin boards	( )	( )	( )	( )
2. Assists in library	( )	( )	( )	( )
3. Assists in correcting papers	( )	( )	( )	( )
4. Proctors tests	( )	( )	( )	( )
5. Operates visual aid equipment	( )	( )	( )	( )
6. Reads to children	( )	( )	( )	( )
7. Supervises playgrounds	( )	( )	( )	( )
8. Knows basic first aid	( )	( )	( )	( )
9. Supervises study halls, libraries	( )	( )	( )	( )
10. Assists nursery school teacher	( )	( )	( )	( )
11. Understands basic emotional needs	( )	( )	( )	( )
12. Understands basic social needs	( )	( )	( )	( )
13. Plans adequate meals	( )	( )	( )	( )
14. Assists elementary teacher	( )	( )	( )	( )
15. Guides children on tours	( )	( )	( )	( )

In addition to skills and competencies desired of an employee, personal traits are important also. Please rate the following as to their importance in your job.

Personal Traits				
1. Personal appearance	( )	( )	( )	( )
2. Good grammar	( )	( )	( )	( )
3. Customer relations	( )	( )	( )	( )
4. Good penmanship	( )	( )	( )	( )
5. Telephone courtesy	( )	( )	( )	( )
6. Accurate typing	( )	( )	( )	( )
7. Basic mathematics	( )	( )	( )	( )
8. Operates cash register	( )	( )	( )	( )